

C.
H189h
1875/76

UNIVERSITY OF ILLINOIS LIBRARY
AT URBANA-CHAMPAIGN
~~AFRO-AMERICAN UNIT, 1971-1978~~
1408 W. GREGORY DRIVE
URBANA, IL 61801

UNIVERSITY OF
ILLINOIS LIBRARY
AT URBANA-CHAMPAIGN
BOOKSTACKS

C.
H1896
1875/76

CENTRAL CIRCULATION BOOKSTACKS

The person charging this material is responsible for its renewal or its return to the library from which it was borrowed on or before the **Latest Date** stamped below. **You may be charged a minimum fee of \$75.00 for each lost book.**

Theft, mutilation, and underlining of books are reasons for disciplinary action and may result in dismissal from the University.

TO RENEW CALL TELEPHONE CENTER, 333-8400


UNIVERSITY OF ILLINOIS LIBRARY AT URBANA-CHAMPAIGN

JAN 14 1998

AUG 25 1998

When renewing by phone, write new due date below previous due date.

L162



Digitized by the Internet Archive
in 2012 with funding from
University of Illinois Urbana-Champaign

1876

CATALOGUE

OF THE

HAMPTON NORMAL & AGRICULTURAL

INSTITUTE,

HAMPTON, VIRGINIA,

For the Academical Year 1875-6,

With a STATEMENT of ITS HISTORY, METHODS and RESULTS.

*Incorporated in 1870 by Special Act of the General Assembly of
Virginia. Opened April, 1868.*

HAMPTON, VIRGINIA:
NORMAL SCHOOL STEAM PRESS.

1876.

Old Dominion Steamship Company.

NEW YORK--VIRGINIA.

The Company's fine sea-going steamships,

WYANOKE	-	-	-	Capt. Walker
ISAAC BELL	-	-	-	Capt. Lawrence
RICHMOND	-	-	-	Capt. Kelley
OLD DOMINION	-	-	-	Capt. Couch

Sail from New York on Tuesday, Thursday and Saturday, at 3 P. M., all the year, for

NORFOLK, PORTSMOUTH, PETERSBURG AND RICHMOND,

Making close connections with Railroad and Steamboat Lines to all points South, South-west and West.

Leave Norfolk for New York on Monday, Wednesday and Saturday at 7:30 P. M. in summer, and 4 P. M. in winter.

Small steamers of the Company perform a regular daily service for Hampton and Fortress Monroe, from Norfolk.

The steamers of this Line are among the largest, finest and most powerful on the coast, and are fitted with every appliance for the safety and comfort of Passengers.

Time of Passage, New York to Norfolk, 24 Hours.

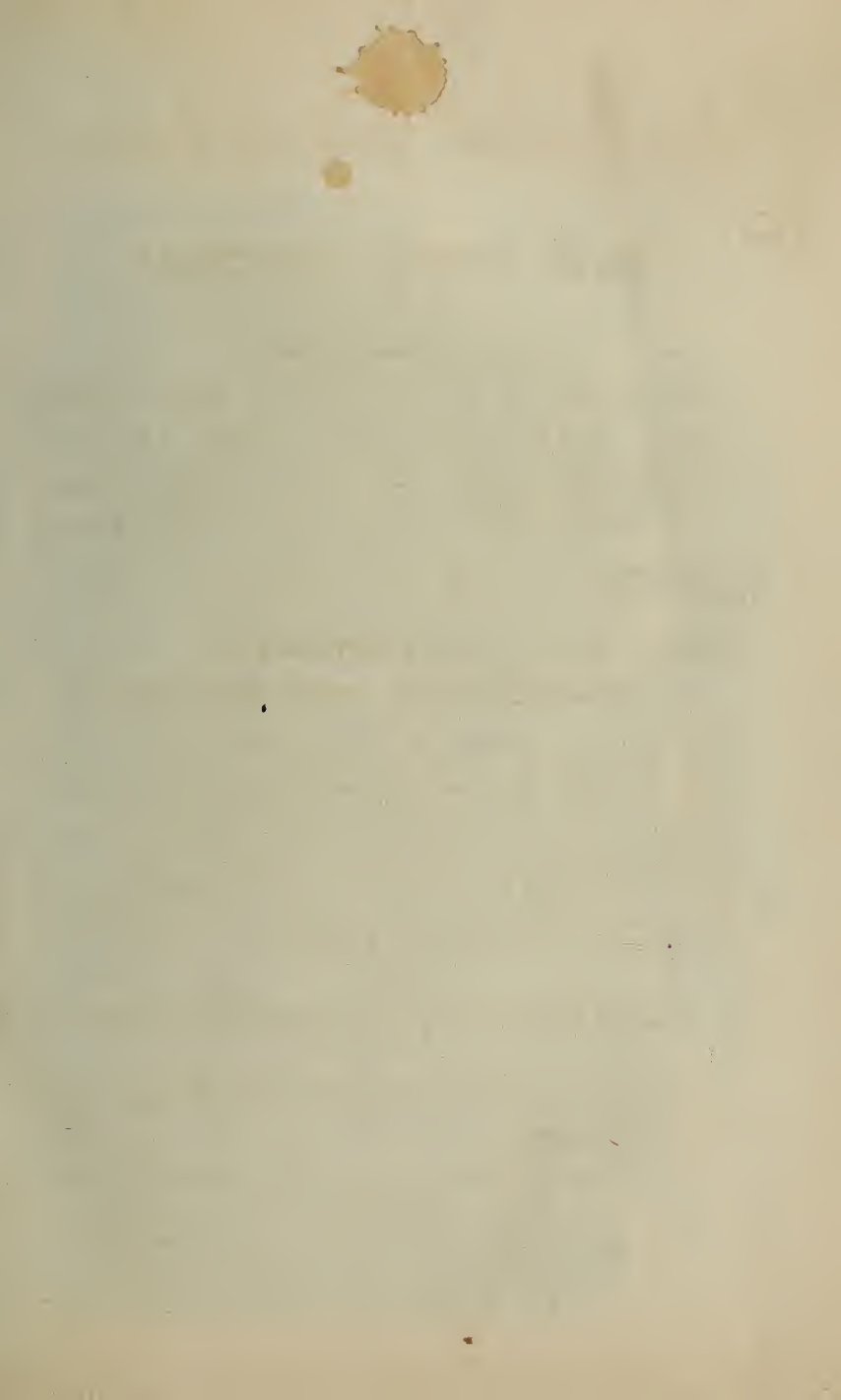
PASSAGE, NEW YORK TO NORFOLK	\$10.
EXCURSION	\$16.

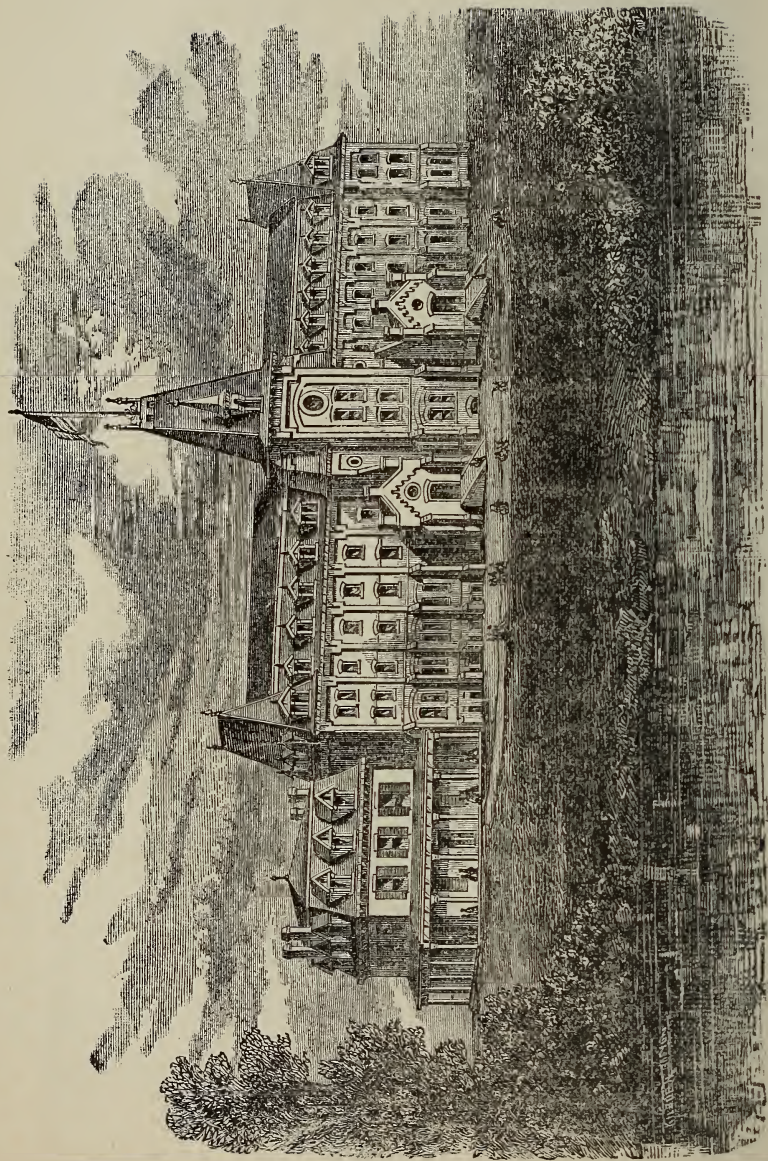
Including Meals and Stateroom. Children under 12 years of age, half-fare.

For passage, information, &c., apply to

Old Dominion S. S. Co.,
or to 197, Greenwich Street, New York.

THOS. H. WEBB, *Agt., Norfolk, Va.*





VIRGINIA HALL, containing 70 Girls' and Teachers' rooms, a Dining room (to seat 250), a Chapel (to seat 500), a Kitchen, Laundry and Bath rooms, a Sewing room, a Printing Office, Repair shop, and Store rooms.

CATALOGUE

OF THE

HAMPTON NORMAL & AGRICULTURAL

INSTITUTE,

HAMPTON, VIRGINIA,

For the Academical Year

1875-6

*Incorporated in 1870 by Special Act of the General Assembly of
Virginia. Opened April, 1868.*

HAMPTON, VIRGINIA:
NORMAL SCHOOL STEAM PRESS.

1876.

C.
H1894
1895/26

TRUSTEES.

PRESIDENT.

GEORGE WHIPPLE, NEW YORK CITY.

VICE-PRESIDENTS.

R. W. HUGHES, NORFOLK, VA.

ALEXANDER HYDE, LEE, MASS.

SECRETARY.

S. C. ARMSTRONG, HAMPTON, VA.

FINANCIAL SECRETARY.

THOMAS K. FESSENDEN, FARMINGTON, CONN.

TREASURER.

J. F. B. MARSHALL, BOSTON, MASS.

M. E. STRIEBY, NEW YORK CITY.

E. P. SMITH, WASHINGTON, D. C.

JOHN F. LEWIS, PORT REPUBLIC, VA.

ROBERT C. OGDEN, BROOKLYN, N. Y.

SAMUEL HOLMES, MONTCLAIR, N. J.

ANTHONY M. KIMBER, PHILADELPHIA, PENN.

EDGAR KETCHUM, NEW YORK CITY.

E. M. CRAVATH, BROOKLYN, N. Y.

INSTRUCTORS.

S. C. ARMSTRONG, PRINCIPAL;
Moral Science.

J. F. B. MARSHALL, TREASURER AND ACTING ASSISTANT PRINCIPAL;
Book-keeping.

ACADEMIC DEPARTMENT.

MARY F. MACKIE;
Mathematics.

AMELIA TYLER;
Grammar and Composition.

HELEN W. LUDLOW;
Grammar and History.

NATHALIE LORD;
Reading, Elocution and Music.

JULIA E. REMINGTON;
Writing and Agricultural Topics.

AGNES M. LORD;
Reading and Spelling.

MARY E. ATKINSON;
History and Arithmetic.

MARY A. LOOMIS;
Geography and Physiology.

ISABEL EUSTIS;
Arithmetic and Natural Philosophy.

J. T. BOUTELLE, M. D. ;
Lecturer on Physiology and Chemistry.

EUNICE C. DIXON ;
In Charge of Preparatory Department.

GEORGE DAVIS, ASSISTANT.
 JOSEPH C. MEBANE, “

GIRLS' INDUSTRIAL DEPARTMENT.
 E. C. ATKINSON, IN CHARGE.

HOUSEWORK AND BOARDING DEPARTMENT.
 MARY F. MACKIE, IN CHARGE.
 SUSAN P. HARROLD, ASST. MATRON.
 CHARLOTTE L. MACKIE, HOUSEKEEPER.

AGRICULTURAL DEPARTMENT.
 ALBERT HOWE, IN CHARGE.

PRINTING OFFICE.
 M. B. CROWELL, IN CHARGE.

ENGINEER.
 J. B. H. GOFF.

STUDENTS.

SENIOR CLASS.

BROWN, JOSEPHINE	New York City.
DAVIS, LAURA E.	Norfolk, Va.
FREEMAN, SARAH ELLEN	Newark, N. J.
GRAY, GEORGIE	Norfolk, Va.
GRAY, MARY A.	Greensboro, N. C.
HOLMES, ELLEN	Hampton, Va.
HUNTER, HENRIETTA	Norfolk, “
LEWIS, MARTHA	New Kent Co., “
POOLE, SARAH F.	Norfolk, “
SHELTON, JENNIE	Buffalo Springs, “
THOMAS, ANNA	Augusta, Ga.
*BACON, JEROME	Philadelphia, Penn.
BAILEY, JAMES	Danville, Va.
BANKS, FRANK D.	“ “
BASSETTE, ANDREW	Hampton, “
BERGER, TAPLEY S. D.	Christiansburg, “
BROWN, JOHN H.	Smithville, “
BRADLEY, GEORGE B.	Enfield, N. C.
CALVIN, AMOS	High Point, “ “
CANADAY, EDWARD M.	James City Co., Va.
DEANS, DAVID	Southampton Co., “
DOUGLASS, DENNIS D.	Augusta, Ga.
FANTLERoy, RICHARD H.	Hampton, Va.
FORSYTH, WM. ALEX.	Columbus, Ga.
GARRETT, THOMAS	Newport News, Va.
HARRISON, ISAAC	Danville, “

* Left before close of term.

*HEMMINGS, GORDON	Buckingham C. H., Va.
*HYMAN, FRANK THOMAS	Warrenton, N. C.
IVY, WALTER	Danville, Va.
JACKSON, ROBERT B.	Columbia, S. C.
JONES, JAMES	Mill Creek, Va.
KELSER, ROBERT	Farmville, “
LOGAN, WARREN	Greensboro, N. C.
MATTHEWS, REUBEN HEARDE	Columbus, Ga.
MCADOO, ORPHEUS	Greensboro, N. C.
MOORE, ALFRED A.	Lexington, Va.
ROBBINS, JAMES CLARK	Bristol, R. I.
ROBINSON, JOHN	Hampton, Va.
*ROULHIAC, LEWIS	Windsor, N. C.
SAWYER, JACOB JAMES	Boston, Mass.
SMITH, JESSE D.	Hampton, Va.
SMOOT, ROBERT	Aiken, S. C.
UNTHANK, WALTER	Greensboro, N. C.
VAUGHN, MOSES	Potecasi, “
VOORHEES, CHARLES	New Garden, Va.
WHITE, ACKREL	Windsor Station, “
WILLIAMS, WHIT	Danville, “

MIDDLE CLASS.

BRADY, MARY LOUISE	Norfolk, Va.
CARROLL, SARAH	Alexandria, “
CHISMAN, ELVA	Hampton, “
*CHRISTIAN, MARY B.	Petersburg, “
DAVIS, SALLIE	Norfolk, “
DICKERSON, SOPHIE	Aiken, S. C.
DIGGS, ANNA	Mill Creek, Va.
HARRIS, SARAH A.	Abingdon, Va.
IRVING, DELLA	Franklin Depot, “
JOHNSON, MARTHA J.	Ruffner Station, N. C.

* Left before close of term.

KEELING, MARGARET	Norfolk, Va.
LEARY, LUCY	Wilmington, N. C.
LEFFTRIDGE, LAURA A. B.	Salem, Va.
LUMPKIN, DIXIE CLEMENTINA	Williamsburgh, "
MALLETTE, MARIA	Wilmington, N. C.
PETERSON, SARAH	Matthews Co., Va.
POWELL, EPHRAINO	Potecasi, N. C.
ROBERTS, CAROLINE	Alexandria, "
SCOTT, SARAH JANE	Chambersburg, Penn.
SIMMS, LUCY FRANCIS	Harrisonburg, Va.
SMOOT, SARAH	Washington, D. C.
STOKES, MARY A.	Norfolk, Va.
THOMAS, CARRIE	Philadelphia, Penn.
TURNER, ELLA	Hampton, Va.
WALKER, ELLEN	Petersburg, "
*WARD, COMFORT	Wilmington, N. C.
*WHITE, ELLEN	Matthews Co., Va.
BILLUPS, JOHN H.	Bonsack, V.
BONAPARTE, HENRY	Hampton, Va.
BOYD, WM. C.	Deep Creek, "
BRIGHT, ARMSTEAD	Hampton, "
BROWN, JACOB	Hilton Head, S. C.
BYRD, EDMUND A.	Abingdon, Va.
CLARK, NORRIS B.	Alexandria, "
COOPER, THOMAS	Shippensburg, Penn.
CORBIN, CHARLES	Hampton, Va.
COLE, JAMES	Philadelphia, Penn.
FANTLERROY, JOSEPH	Elizabeth City Co., Va.
FREEMAN, JOHN W.	Newark, N. J.
GARDNER, HENRY	Hampton, Va.
GRAY, THOMAS	Norfolk, "
GWALTNEY, GEORGE	Windsor Station, "
HALL, FRANK	Smithfield, "
HOLCOMBE, CHARLES	Farmville, "
IRVING, DAVID	Beaufort, N. C.

* Left before close of term.

JONES, ALBERT P.	Harrisonburg, Va.
JONES, RICHARD P.	Salisbury, Md.
JOHNSON, JAMES	Norfolk, Va.
*LYNCH, WEBSTER	“ “
McKINNEY, ALEXANDER	St. Augustine, Fla.
McNIEL, ALEXANDER	Wilmington, N. C.
MERCHANT, THOMAS	Lynchburg, Va.
MERCHANT, WOODSON L.	“ “
MEWS, RICHARD	Wayland, Mass.
MOODY, MOSES	Hampton, Va.
OLIVER, PATRICK	Big Lick, “
*PERRY, ROYAL J.	Lynchburg, “
RANDOLPH, RICHARD	Hampton, “
REID, WILLIAM	Gatesville, N. C.
*ROGERSON, JESSE	Hertford, “
SCARBOR, CORNELIUS B.	Elizabeth City Co., Va.
SPARKS, HORACE F.	Stevensville, “
THOMPSON, ROBERT	Lynchburg, “
TIBBS, WM. A.	Washington, D. C.
TOWNES, SOUTHALL	Clarksville, Va.
VANISON, CHARLES	James City Co., “
WALLACE, THOMAS J.	Savannah, Ga.
WASHINGTON, BESSICK	Elizabeth City Co., Va.
WHITE, BOSWELL	Matthews Co., “
WILLIAMS, ABRAM C.	Hampton, “

JUNIOR CLASS.

*ADAMS, BARBARA ELLEN	Christiansburg, Va.
BENNETT, MILLIE	Wilmington, N. C.
BRIGHT, MARY ELIZA	Hampton, Va.
BURKE, ADELINE VIRGINIA	Gates Co., N. C.
BURNHAM, DELIA	Norfolk, Va.

* Left before close of term.

CARPER, SARAH AILURE	Salem, Va.
DAVIS, ELIZA	Hampton, Va,
ELLET, CHARLOTTE TEMPLE	“ “
ESSEX, CORA A.	Charleston, W. “
FAIRFIELD, CHARLOTTE	Hampton, “
FAIRFIELD, SERENA	“ “
FRANCIS, ELIZA	“ “
GREEN, LAVONIA	Gatesville, N. C.
HILTON, PAULINE	Farmville, Va.
JOHNSON, AGNES	Hampton, “
JOHNSON, ROSA L.	Darien, Ga.
LUCAS, SARAH	Richmond, Va.
MALLETTE, ANNIE H.	Wilmington, N. C.
*MALONE, SUSANNAH	Augusta, Ga.
MCALPINE, CHARLOTTE	Montclair, N. J.
MOODY, MARIA	Hampton, Va.
MORSE, IDA	Boydton, “
NICHOLS, CLARA S.	Abingdon, “
PARKER, SARAH J.	Drummondtown, “
PRYOR, JANE	Hampton, “
*ROOKS, LUCY E.	Gatesville, N. C.
SAUNDERS, JOANNA	New York City.
SCOTT, CLARA	Middlesex Co., Va
STEVENS, MARTHA	Augusta, Ga.
TRICE, ARDELIA	Richmond, Va.
WEAVER, LUCY A.	Charleston, W. Va.
WEAVER, SARAH	Winton, N. C.
ANDERSON, CHARLES A.	Stanton, Va.
ARMSTEAD, BUTLER	Hampton, “
BOBSON, ALLEN AARON	Lynchburg, “
BOLLING, THOMAS	Charles City Co., “
BOWSER, HOBSON	Abingdon, “
BRITT, ROSS	Portsmouth, Va.
CALLIS, HENRY JAMES	Greenport, N. Y.
CALVIN, SAMUEL B.	Danville, Va,
COLES, RICHARD THOMAS	Farmville, “
COPELAND, WILLIAM	Portsmouth, “

* Left before close of term.

Daggs, William Henry	Washington, D. C.
Devenport, William Benjamin	Stanton, Va.
Davis, Joseph Selden	Pittsylvania C. H., "
Dennis, Josiah F.	Philadelphia, Penn.
*Dixon, Thomas	Baltimore, Md.
Dodson, Thomas Miller	Whitlock, Va.
Fields, Washington	Hampton, "
Gatlin, John Henry	Gates Co., N. C.
Gerrideau, Lawrence	Darien, Ga.
Hackley, Elias	Catawlba, Va.
Handy, John	New York.
Harris, Henry Thomas	Middlesex, Va.
Johnson, Walter T.	Norfolk, "
Kidd, John	Mill Creek, "
Kirby, Thomas Jefferson	Hampton, "
Lee, Albert James	Philadelphia, Penn.
Lightfoot, Alex. Walter	Washington, N. C.
Lockhart, John H.	Raleigh, "
Luster, Robert	Hampton, Va.
McDowell, John	Staunton, "
Merchant, Lewis Rufus	Lynchburg, "
Miller, Samuel Taylor	Burkeville, "
Moore, Richard Walter	Charleston, S. C.
Parker, James H.	Hampton, Va.
Parker, William	Drummondtown, "
Pulley, Edwin W.	Boydton, "
Reese, Thomas	Kingstown, Jamaica.
Robinson, Francis	Baltimore, Md.
Scott, Sterling C.	Charlotte, Va.
Servant, Alexander	Hampton, "
Singfield, George	Augusta, Ga.
Snowden, Morgan M.	Pittsfield, Mass.
Sterrett, Samuel Frederick	Baltimore, Md.
Titus, Casper	New York.

* Left before close of term.

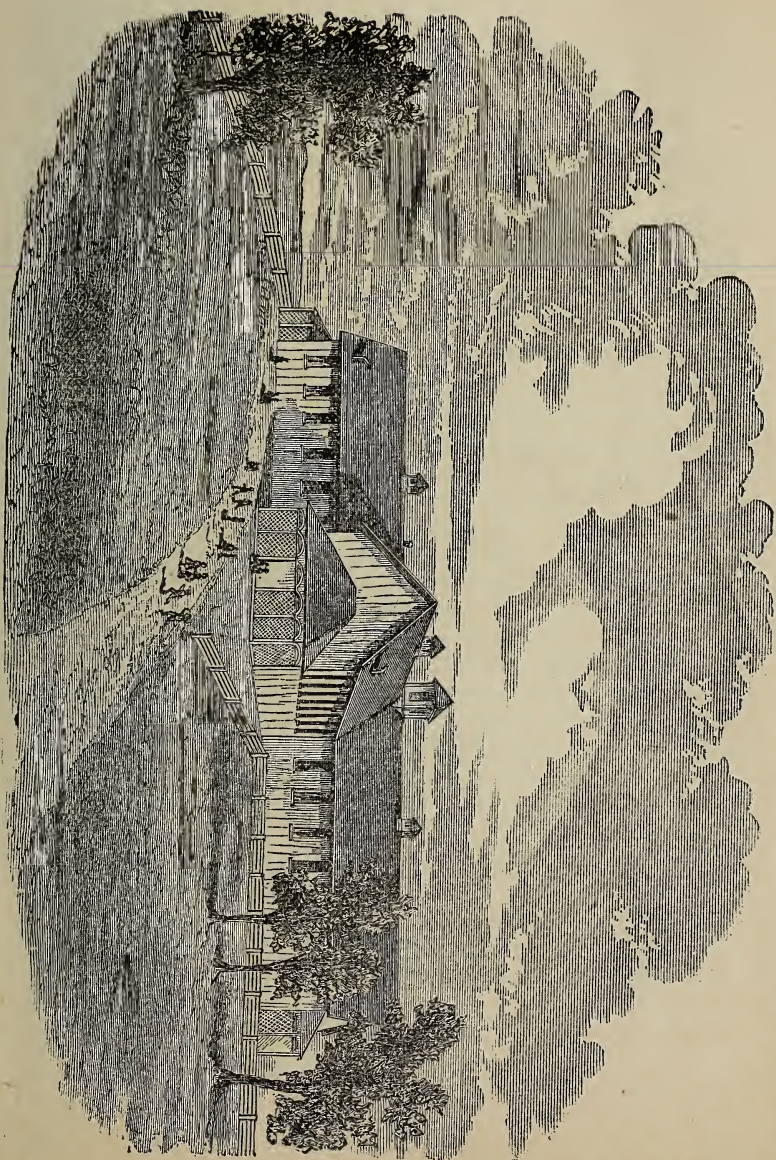
Thomas, Henry	Wilmington, N. C.
*Ward, Phillip Alex.	Farmville, Va.
Webb, Thomas	Church Hill, "
Wharton, Littleton	Drummondtown, "
Williams, James	Norfolk, "
Wright, Osborn	Charleston, S. C.

PREPARATORY CLASS.

Brown, Lucy Jane	Yonkers, N. Y.
Butler, Ella Jane	Gates Co., N. C.
Chisman, Indiana	Hampton, Va.
Coleman, Susan	" "
Echols, Cora	" "
Griggs, Millie	Ellington, Conn.
*Hargrave, Elizabeth	Lincoln University, Penn.
Harris, Mary Laura	Savannah, Ga.
Harris, Anne	Hampton, Va.
Hughes, Melinda	Greensboro, N. C.
Isbell, Lucy	Hampton, Va.
Iverson, Sarah	Savannah, Ga.
Jones, Fannie	Boydton, Va.
Madison, Olive Mary	Abingdon, "
Martin, Margaret E.	Washington, D. C.
Meakins, Martha Ann	James City Co., Va.
Nixon, Polly	Wilmington, N. C.
Parker, Caroline	Hampton, Va.
Pleasant, Flora	Staunton, "
Piedmont, Jennie	Hempstead, N. Y.
Pool, Sylvia Ann	New London, Conn.
Pryor, Mary	Hampton, Va.
Smith, Lucy Jane	" "

* Left before close of term.

Smith, Mary	Hampton, Va.
Thomas, Emily	Fortress Monroe, "
Thompson, Camilla	Brooklyn, N. Y.
Bailey, William	Hampton, Va.
Banks, Curtis	Rushville, N. J.
Baylor, William	Hampton, Va.
*Baynes, Noah	Portsmouth, "
Bell, William J.	Greenville, N. C.
*Bradley, John H.	Philadelphia, Penn.
Brooks, Henry Anderson	Richmond, Va.
Carter, William	Hampton, "
Callis, Jesse	" "
Chisman, John	" "
Clarkson, Henry P.	Norwood, "
*Coleman, William Henry	Hampden Sidney, "
Dennis, William B.	Yorktown, "
*Gun, Russel G.	Stockbridge, Mass.
*Hilton, Hampton	Farmville, Va.
Ivy, George Harman	Danville, "
Jones, Benjamin	Hampton, "
Jones, Addison	Harrisonburg, "
Lockhart, ——	Raleigh, N. C.
Miles, Richard	Hampton, Va.
Mills, William	" "
Pressy, Abram	Williamsburgh, "
*Silence, George	Washington, D. C.
Sills, Turner B.	Southampton, Va.
Spottswood, Lincoln	Mill Creek, "
Sterrett, Nathaniel	Baltimore, Md.
*Stith, Armon A.	Norfolk, Va.
*Woods, Thomas	Christiansburgh, "
Williams, Edward	Philadelphia, Pa.



Butler School, Preparatory Department.

THE BUTLER SCHOOL

Is held in the large cruciform building erected by General Butler during the war, with public funds; it now belongs to the Normal School. It is a free county school with an enrollment of two hundred and thirty children; is also a preparatory school to the Institute, and contains a class of thirty-one who are on the Normal School rolls, most of whom are boarders, expecting to enter the Junior Class of next term. One wing of the building has been fitted up as the residence of Mr. and Mrs. George Dixon, through whose efforts, in England, the means of support for forty-five students at the Institute were secured. The Butler School is in charge of Eunice C. Dixon, assisted by George Davis and Joseph C. Mebane, graduates. The teachers' salaries are paid by the county; the Institute furnishes their board.

SUMMARY.

<i>Girls.</i>			<i>Boys.</i>			<i>Totals.</i>
	Class			Class		
Senior	11		Senior	36	—	47
Middle	27		Middle	43	—	70
Junior	32		Junior	50	—	82
Preparatory	26		Preparatory	29	—	55
			Post Graduates	2	—	2
	<u>96</u>			<u>160</u>		<u>256</u>

WORK DETAILS.

<i>Girls.</i>		<i>Boys.</i>	
Industrial Room.....	67	Farm.....	76
House Work.....	68	Printing Office.....	2
No work has yet been found		Painters.....	3
for the day scholars.....	26	Carpenters.....	3
		Coopers.....	1
		Shoemakers.....	2
		Janitors.....	7
		Office Duty.....	2
		Mail Carriers.....	2
		Waiters.....	12
		Employed by Teachers.....	4
		General Duty.....	12
		Day scholars on Orderly Duty.....	26
		Teaching.....	2
	<u>161</u>		<u>154</u>

MISCELLANEOUS.

CALENDAR, 1875-6.

Term commenced Friday, October 1, 1875, and continues until June 9, 1876.

Vacation from June 10, to September 28, 1876.

National and special holidays are observed.

Students are expected to spend the vacation at home, and, in order to lessen the burden of their school expenses, are encouraged to secure, during that time, profitable employment.

ADMISSION.

Candidates for admission to the Junior class are expected to be able to READ and WRITE and to pass a satisfactory examination in Arithmetic through LONG DIVISION. Of those who fail to come up to the requirements of the Junior class a limited number will be allowed to enter a Preparatory class. SOUND HEALTH, testimonials of GOOD CHARACTER, and intention to remain through the course, are required of all applicants. Candidates for admission coming from common schools or from other institutions, must present letters of honorable dismissal and of recommendation. Preference will be given to those who expect to become teachers.

The stated time for examination is the first week in October of each year. No one under fourteen, or over twenty-five years of age, will be admitted to the Junior class. Every student is, by enrollment, committed to the discipline and regulations of the school. The first year is probationary. Admission, at any other than the stated time, is allowed only in special cases.

THE COURSE OF INSTRUCTION

EMBRACES THREE YEARS.

TIME TABLE.

SENIOR YEAR.

Rising Bell	-	-	-	5	o'clock, A. M.
Breakfast	-	-	-	6	"
Work Bell	-	-	-	6.45	"
Study Hour, from	-	-	7 to 8	"	"
Inspection of Men, in ranks	-	-	-	8.20	"
School Bell	-	-	-	8.25	"
Devotions	-	-	-	8.35	"
General Exercises	-	-	-	8.45	"
Recitations until	-	-	-	10.30	"
Recess for 15 minutes	-	-	-	10.30	"
Recitations until	-	-	-	12	M.
Dinner	-	-	-	12.15	P. M.
Work Bell	-	-	-	1	"
School Bell	-	-	-	1.20	"
Recitations until	-	-	-	3.30	"
Recall from Work	-	-	-	5.45	"
Supper	-	-	-	6	"
Devotions	-	-	-	6.30	"
Study Hour, from	-	-	7.15 to 8.45	"	"
Lights out	-	-	-	10	"

Reading, Monroe's Sixth Reader.
 Scholar's Companion. R. W. Bailey.
 Algebra, Robinson's Elementary.
 Book-keeping, S. A. Thomas.
 Universal History, Anderson.
 Outline of Man, Mark Hopkins.
 Civil Government, A. W. Young.
 Physical Geography, Brocklesley.
 Grammar, Bullion.
 Composition.
 Lectures on Chemistry.
 Vocal Training, National Music Chart, L. W. Mason.
 Bible Lessons.
 A three weeks' Institute at the close of the course as special preparation for teaching.

Every year there have been interesting and instructive lectures before the students by Virginians and by Northern gentlemen who have volunteered their services. It is hoped that these useful offerings may be increased.

There is a daily talk for quarter of an hour every morning, to the whole school, on the news of the day and on general topics.

During study hour the students are all assembled, the men and women in separate buildings, under the direction of a teacher who is ready to render assistance when needed. There is no session on Saturdays.

MIDDLE YEAR.

Reading, Monroe's Fifth Reader.
Penmanship, Spencerian System.
Arithmetic, completed, Robinson's Practical Spelling, Parker & Watson's Elementary Speller.
United States History, completed, A. S. Barnes. Grammar, Siglar.
Physiology, Jarvis' Elementary.
Moral Science, Wayland's Elementary.
Natural Philosophy, Steele's Fourteen Weeks.
Vocal Training, National Music Chart, L. W. Mason.
Bible Lessons.

Instruction in Agricultural topics: Formation of Soils, Rotation of Crops, Management of Stock, Fruit Culture, Cultivation of Crops, Drainage, Market Gardening and Meteorology.

Instruction in the art of bread-making and of plain cooking, to the young women. Industrial training; sewing and household work.

Classes are arranged in divisions, twenty-five in each. Each division is advanced according to its capacity, and only as studies are mastered will new ones be taken up.

JUNIOR YEAR.

Reading, Monroe's Fourth Reader.
Penmanship, Spencerian System.
Arithmetic, Common and Decimal Fractions and Denominate Numbers, Robinson's Practical.
Mental Arithmetic, Robinson.
Geography, Monteith's Manual.
Map Drawing.
Spelling, Parker & Watson's Elementary Speller.
Grammar, Siglar.
United States History, A. S. Barnes.

21

Instruction in practical farming commenced and continued throughout the course, from a day and a half to two days each week.

Instruction in sewing and in household industries commenced and continued throughout the course, employing the girls from a day and a half to two days each week.

Bible lessons commenced and continued during the entire course, on Sunday afternoon from two until three o'clock.

EXPENSES AND LABOR.

Board, per month	\$8 00
Washing and lights, per month	1 00
Fuel, " "	75
Use of furniture, " "	25
	<hr/>
	\$10 00

CLOTHING AND BOOKS TO BE PAID FOR IN CASH.

Able-bodied young men and women OVER EIGHTEEN YEARS OF AGE are expected to pay HALF IN CASH and HALF IN WORK; that is, \$5.00 per month in cash, and to work out the balance. Boys and girls of eighteen years and less, are required to pay \$6.00 per month. Students are, however, held responsible for all balances against them that they may not have paid or worked out. The rate of wages is according to age of students and the real value of work done.

Bills are made out and payable at the end of the month. The regular cash payment to be paid MONTHLY, IN ADVANCE.

The amount of profitable labor being limited, it is desired to extend its advantages as far as possible; hence, only a limited number of those unable to pay anything in cash, are allowed to work out their whole expenses. Competent tradesmen and seamstresses can earn the larger part of their expenses in the labor departments. Young men or women, whose parents desire that they should not be taken out of school to work, may, upon payment of \$10.00 per month, attend school without interruption, but will nevertheless be required to labor on Saturdays, and at such hours as may be assigned them. LABOR IS REQUIRED OF ALL, for purposes of discipline and instruction. To this end, day scholars are expected to labor at the rate of an hour per day, without compensation, at such industries as may be assigned them.

MISCELLANEOUS.

The ensuing term will continue without interruption, except for holidays, from September 28th, till the middle of June following. Students are not allowed to remain during vacation. Clothing of good quality can be purchased at the Industrial Room, at reasonable rates, and students are recommended to have their garments made to order in that department.

The public school officers and teachers of Virginia are especially invited to bring the advantages of this Institution before the most promising pupils in the colored schools under their charge.

The regular annual tuition fee of the Institution is seventy dollars. It is remitted to all deserving students. As the amount has to be secured by the Trustees by solicitation among the friends of education, students are called upon annually to write letters of acknowledgment to their benefactors. This tuition fee, or scholarship, has nothing to do with the board bill of ten dollars per month; it is the cost of education, not of living. To secure it is indispensable to the maintenance of the corps of teachers.

In accordance with the law donating college land scrip to this Institution, one hundred students will be received from the public free schools of Virginia, free of tuition and room rent, at the rate of two from each of the forty-three senatorial districts of the State, the other fourteen from the State at large. All applicants for State students should come through the County Superintendents of Schools, and should not be made later than thirty days previous to the opening of the term.

State students, having precedence over others, should secure their places promptly in order that others may not be kept waiting. State students are expected to pay ten dollars a month for board, etc., but, if able-bodied, they can meet their personal expenses by paying five or six dollars per month, according to age, and working out the balance.

CLOTHING.

The Girls' Industrial Department is open for the benefit of young women who are seeking an education in this Institution. They are furnished with work in proportion to their desire for employment and the demand for the articles manufactured. Those who buy garments of their manufacture may be sure of honest, well-made articles.

DISCIPLINE.

Courtesy and mutual forbearance are expected of both pupils and teachers, as indispensable to good discipline.

Students are subject to suspension or discharge for an unsatisfactory course in respect to either study, conduct, or labor.

The use of ardent spirits and tobacco is prohibited.

Letter writing is subject to regulation.

The wardrobes and rooms of all students are subject to inspection and regulation by the proper officers.

Students are subject to drill, guard duty, and training with fire-engine.

PUBLIC WORSHIP.

There are daily devotional exercises at which students are required to be present.

They are also required to attend Sunday morning services at the public chapel in the National Cemetery, Sabbath-school in the afternoon, and evening lecture.

LIBRARY AND APPARATUS.

It is hoped that the friends of the school will interest themselves in furnishing it with what is wanted to make a good basis of instruction in Literature, in Physical Science, and in Natural History.

But little scientific apparatus has been provided, and there are no collections for illustrating Natural History.

The Library greatly needs standard works in all its departments. A Reading-room has been provided in connection with it, and is furnished with a variety of journals and periodicals. The Library committee of the Trustees is especially charged with the duty of collecting history and incidents of the war, and full accounts of all national, state, and philanthropic efforts for education in the South. Co-operation is invited.

CABINET OF CURIOSITIES.

Whatever is illustrative of manners, customs, character, and of interesting localities abroad, is useful as a means of more thorough instruction. Missionaries and others in foreign lands can do our cause good service by helping in this department. Those so disposed are invited to correspond with the Secretary of the Trustees, with the view of making the way clear for the procuring and transmission of materials for this department.



ASSEMBLY ROOM, Academic Hall.

STATEMENT.

GENERAL STATEMENT.

The total colored population of the United States, is, according to the census of 1870, 4,880,009. It had increased during the previous ten years, in spite of the civil war and its attendant suffering, a little over ten per cent.

Of the five million six hundred and forty-three thousand (5,643,000) illiterate persons over ten years of age in the United States, four million one hundred and eighty-nine thousand (4,189,000), are in the Southern States: of the latter, the whites number one million five hundred and sixteen thousand (1,516,000); the colored, two millions six hundred and seventy-one thousand (2,671,000), of whom more than half are females.

This two and a half millions of utterly ignorant freedmen includes four hundred and eighty-five thousand (485,000) youth between the ages of ten and twenty-one, and probably not less than seven hundred and fifty thousand (750,000) teachable children.

There are about 850,000 negro voters in the South, mostly illiterates.

On November 16, 1861, the first school for the then "Contraband of War" was opened by Mrs. Peake, an ex-slave, at Hampton, Va., under the auspices of the American Missionary Association, through whose energy and enterprise, foundations of learning of great prospective usefulness and power for the colored race have been established at Hampton, Va., Atlanta, Ga., Nashville, Tenn., and at many other points.

During the past fourteen years, Northern religious societies, aided by Government, through the Freedman's Bureau, have opened thousands of common schools and founded literary institutions of all grades throughout the South, and at least a million of negro children have been taught to read. The outlay of Government, under the direction of Gen. O. O. Howard, between 1865 and 1870, for the education of freedmen, did not exceed three and a half millions of dollars. Northern charities since 1861 have equalled that amount. The care of our four and a half millions of ex-slaves cost the Government dur-

ing a period of five years, through the Freedman's Bureau, the total sum of thirteen millions of dollars, while three hundred and fifty thousand Indians, in wars alone, are said to have cost at the rate of twelve millions of dollars a year for forty years. No population in the world, of like condition with the Anglo Africans, could have been received as they have been without a great convulsion and constant danger.

The Southern States have now provided by taxation for popular education, while private charity is directed to building up Normal Training Schools, Colleges, and Theological Seminaries. A few of these receive State aid. The U.S. Government has not assisted negro education since 1870. These institutions are in harmonious relations with the better class of Southern whites who are seeing more and more the necessity of an intelligent laboring class. Yet there is a "Bourbon" element, faithless and hopeless of the future of the negro, anxious to be rid of him and indifferent or opposed to his education.

Virginia leads the Southern States in popular education. North Carolina does the least. Considering their poverty and the bitter prejudices against a new and foreign system, laboring under the stigma of a "Yankee notion," the cause of negro education (always in separate schools) has, in some states, made remarkable progress; while, in others, political corruption and social confusion have checked any advance. The general education of the blacks even in the primary branches is far from being provided for. School sessions continue but four or five months each year; teachers receive small salaries, and but a small proportion of them are competent. There is a great deficiency of school furniture and apparatus: Virginia has 2,101 log school-houses. Of her 4,561 school buildings, but 676 have good furniture.

The South is well supplied with excellent colleges from which the negro is excluded. He must have his own or none. For higher education, he looks chiefly to Northern charity which is in some measure meeting this need. But in Virginia, Georgia and other states liberal State appropriations are made annually to institutions for the higher education of colored youth.

Experience in the South and in missionary work the world over, has shown that men are best elevated by teachers of their own class under wise instruction. The colored teacher is in himself a stimulus to his people; experience has proved his capacity for this work; the most prejudiced have admitted his success. The higher schools in the South for freedmen are devoting their efforts to supplying the great

need of teachers for that race. But few as yet have entered the learned professions. Not over 150 are in a collegiate course of study. Perhaps 300 are studying theology. We estimate that over 2,000 are fitting themselves to be teachers. Ten thousand are needed.

The negro has falsified the predictions of his enemies, and dispelled many of the fears of his friends. They said he would give himself to riot and plunder; but he earned the gratitude of the South by his fidelity to the family and the plantation while his master was struggling to keep him a slave, and the admiration of the world by fighting for freedom when allowed to. They said the freedman would not work; but the tobacco, the corn and the cotton crops, their accumulation of property,—over six millions in Georgia alone,—and the fact that over \$40,000,000.00 of freedmen's earnings passed through their National Savings Bank in six years, answer that charge. They once ridiculed the freedmen's attempts to learn; but are now alarmed at the social tendencies of negro culture.

Were the old *regime* in the South to be represented by a uniform dark shade, the present would be a mottled surface of deep shades and bright lights. Perhaps one-third of the freedmen are improving, one-third in *statu quo*, and the remainder deteriorating. Yet they have not thrown a pauper upon the nation whose wards they are, and are caring for a vast number of the infirm and helpless. Their dreams of a rich public bonus are past; as a class, they ask for protection, work and schools, and are manfully meeting their fate. Socially they keep in the background; their gentleness and good sense have averted a war of races. They were better fitted for freedom than was expected. Their capacity to learn is proved. The negro question is one, not of brains, but of morals and hard work. Corrupting influences among them are powerful. Politics have demoralized many; intemperance is making terrible ravages; right public sentiment and social organization are sadly wanting. The dense ignorance that prevails, the divorce of religion and morality, the temptation and tendency to make a living by something else than hard work, and their lack of enthusiasm for their race are a terrible offset to the efforts for their improvement.

HISTORY.

The Hampton Normal and Agricultural Institute stands on the east shore of Hampton Creek, a little below the town of Hampton, two and a half miles from Fortress Monroe, on an estate of one hundred

and twenty acres, once known as "Little Scotland," and during the war, known as "Camp Hamilton," the base hospital of the Army of the James, where as many as 15,000 sick and wounded Union Soldiers were cared for at one time.

The first slaves brought to America were landed a few miles off; and here the earliest English civilization on this continent was established. The second church built in America stands in the town.

During the war, Hampton, Va., and Newburn, N. C., were regarded by the freedmen as cities of refuge. In the neighborhood of Hampton great numbers of "contrabands" collected and were protected and provided for by the Government, and the first school for freedmen was established among them.

The cost of this estate with buildings on it valued at \$13,000, was \$19,000. At a critical time when \$10,000 were to be paid down and the money was not to be had, the trustees of the "Avery Fund" of Pittsburg, Penn., (a legacy of \$250,000.00 left by Mr. Charles Avery in 1858, for the benefit of the negro race), decided to appropriate, through the American Missionary Association, the sum of \$10,000; the A. M. Association paying the balance of the purchase money.

A few months later, Mrs. Stephen Griggs of New York City, without solicitation, and at a personal sacrifice, when plain barracks were being erected for students out of the old hospital wards of "Camp Hamilton," and before a student had entered, in faith, in the future of Hampton, donated \$10,000 and initiated the present complete system of buildings.

The beauty and healthfulness of the spot, its accessibility, by water and railroad communication, as well to Northern markets as to the region of the Chesapeake Bay, and to the whole of Virginia and the Southern Atlantic States, with the density of the colored population in its vicinity, marked it out as a suitable centre for a great educational work.

The American Missionary Association having purchased the "Little Scotland" estate in the summer of 1867, fitted up the necessary buildings; and in April, 1868, the school was opened with twenty scholars, on a manual labor basis.

In June, 1870, the Institute received a charter from the General Assembly, creating a corporation, with power to choose their own successors, and to hold property without taxation. They now hold and control the entire property of the school by deed from the American Missionary Association on condition that its religious teaching shall always be evangelical.

In March, 1872, the General Assembly of Virginia passed an act, giving it one-third of the Agricultural College land grant of Virginia. Its share was one hundred thousand acres, which was sold on the 1st of May, 1872, for \$95,000; but by the terms of the act this grant may be withdrawn. Nine-tenths of this money has been invested in bonds bearing six per cent. interest; the other tenth has been expended in the purchase of additional land, increasing the size of the farm to one hundred and ninety acres. The land thus received is a portion of the "Segar" estate adjacent to the grounds of the Institute, and well adapted to the needs of the school. The title is vested in the Board of Curators. The State has regularly paid the interest on the fund. The disbursement of this income must be ratified by a Board of six Curators, (three of whom may be colored), appointed by the Governor every four years. They meet with the Trustees annually and attend their deliberations.

Through liberal grants from the Freedman's Bureau, and donations from Northern friends, a large and durable Academic Hall, costing \$48,000, in which three hundred students can recite, has been erected; two cottage dormitories have been provided for young men; the farm has been supplied with buildings, stock and tools, and an industrial department for the manufacture of clothing has been built up. Virginia Hall has been completed at a cost of \$85,000. It contains seventy rooms for teachers and female students, a Chapel and Dining room, Kitchen and Laundry. A boarding department with one hundred and eighty student boarders is in operation, the labor of which is performed by the young women. There are shops for carpentering, shoe-making, painting and general repairs. A printing-office has been established in which the various branches of the printing trade are taught, and the SOUTHERN WORKMAN, an illustrated monthly, is published. \$188,000 have been expended in land and improvements.

The campaign of the "Hampton Student-Singers" from February, 1873, to June, 1875, of over three hundred concerts in behalf of their school, awakened general interest and stimulated many to aid in building it up.

There are one hundred and fifty full graduates, and thirty undergraduates, nearly all engaged in the work of teaching, chiefly in Virginia and West Virginia, and North and South Carolina. A lithograph map has been published, showing the various points where the Hampton graduates have taught in Virginia and North Carolina.

It is estimated that not over five per cent. of the graduates fail to



NEGRO CABIN IN HAMPTON.

devote themselves to the educational work. All are working under State auspices and the direction of Southern men, and apparently with good mutual satisfaction. It is estimated that over four thousand children were last winter under their instruction, and that the number increases yearly by fifteen hundred. There are no serious complaints from either side, and many signs of excellent feeling and of hope for the future.

The key note of the endeavor to build up the Hampton Institute is struck in the statement that the personal acquaintance of its prin-



NORMAL SCHOOL FARM HOUSE AND CHAPEL, AND NEGRO TEAMSTER.

cipal officers with the missionary work in the Sandwich Islands suggested the course to be pursued here. The manual labor system has had one of its best illustrations in the educational system of that remote kingdom.

A more elaborate account of the history of the Hampton Institute is given in a book entitled "Hampton and its Students." published by G. P. Putnam's Sons, New York City.

THEORY.

We believe that "whenever a 'Manual Labor System' is attempted, it should be carefully adjusted to the demands of scientific and practical education. The question at once arises what this manual labor should be. There are two theories, of which the first is that its entire aim should be to give the means to students of supporting them-

selves, that a profitable farm on a very large scale should enable a large number of students to support themselves by agriculture, and that workshops on a large scale for the manufacture of some simple fabrics of universal consumption should enable a large number of students to support themselves by mechanic arts; that in both these cases the main theory should be self-supporting industry and not educational industry. The second theory is, that the primary object of the manual labor in both departments should be educational; that is, that the work should be first of all done with a view to perfect the student in the best processes, and to make him scientifically and practically a first-class agriculturist and mechanic. While the first of these theories may at times be desirable, the second is essential, and all schools which are destined to be permanently successful, must be founded upon the fact that aid given to them by individuals is not to assist ten, twenty or fifty young people to support themselves, but to enable hundreds of them to obtain a thorough, practical and scientific education, in order to develop the industrial resources of the nation." Evidently such an education must be in the outset expensive, for no harvest can be reaped without a liberal sowing of seed, and while institutions which are self-supporting are good, the schools which give the best ultimate results and tell most favorably upon the national life, are those which, while managed with the utmost thrift and economy, have for their primary object education rather than production.

The past of our colored population has been such that an institution devoted especially to them must provide a training more than usually comprehensive, must include both sexes and a variety of occupation, must produce moral as well as mental strength, and while making its students first-rate mechanical laborers must also make them first-rate men and women. Their especial needs require to be considered in any system of education which has their development for its object, for while the main principles of successful labor are the same all the world over, there must be always a certain adaptation of them to time and circumstance. The higher Southern schools for negroes can and should have better discipline and more earnest students than any college in the North, and this will be attained only by carefully studying the peculiarities of the position. Throughout the South the demand for skilled labor in all departments is imperative, and with proper training that demand can be supplied from the ranks of the colored people, for in devotion to study our pupils at Hampton are enthusiastic, they are docile and plastic, and their mechanical faculties work quickly, while they are capable of acquiring

knowledge to any degree. What the negro needs at once, is elementary and industrial education and moral development. The race will succeed or fail as it shall devote itself with energy to Agriculture and the Mechanic arts, or avoid these pursuits, and its teachers must be inspired with the spirit of hard work and acquainted with the ways that lead to material success. An imitation of Northern models will not do. Right methods of work at the South must be created, not copied, though the underlying principle is everywhere the same. There must be an essential and inevitable difference between Hampton and schools of a similar nature at the North or in Europe. While this institution is distinctly Agricultural, a majority of its graduates become teachers, and as such might be held to need no special Agricultural or Mechanical training. In an older civilization this would undoubtedly be true, but with us, the teachers sent out come directly in contact with the farmers of the country and can make their practical and scientific knowledge tell at once upon the Agricultural interest by putting into the hands of their pupils the experience which they themselves have gained during their three years' course at Hampton. They can impart during six months of the year knowledge which will be immediately utilized during the succeeding six months, and as a matter of fact are often during vacations, etc., obliged to support themselves by the labor of their hands, a state of things which they can be prepared to meet only by such thoroughly polytechnic training as Hampton gives.

The negroes, who are to form the working classes of the South, must be taught not only to do their work well, but to know what their work means, and while at Hampton the discipline of hard work keeps away the indolent, it attracts the determined and deserving, endows the graduates with a spirit of self-reliance and of manliness, and returns them to the world at the end of the course something more than mere pedagogues and farmers—civilizers, able not only to encourage the young idea, but to work to advantage the exhausted lands about them, and by example and precept to teach right ideas of life and duty. Such men are needed by the State, but above all are they needed by the colored race, whose greatest danger is in the bad leadership of demagogues, whose destiny is not yet assured, and whose future honorable position is to be secured only by toil. To this end also the training of the women is a valuable adjunct; their work in the Industrial School which is connected with the Institute, and their manual labor in the Institute itself, fitting them to meet the demands which are likely to be made upon them in after life, either as teachers of young children or as wives and mothers.

EXPERIENCE.

An experience of eight years has shown that the good results of the Hampton system are in direct relation to the dependence of students upon their own efforts. No institution in the United States has a poorer constituency, or one that makes more effort or sacrifice for education. Students have not been pauperized. The idea of self-help has been adhered to. Value for value is made fundamental, and the formation of character rather than of polished scholarship is regarded. By thrifty management, the labor departments have nearly paid expenses, and thus been a means of actual support. It is, however, as an appliance of education and moral growth that the Industrial system is especially valuable. The discipline of the sewing teacher and the farmer is as strict as that of the class instructor. The man who leads in the debating club or recitation room, may be the last and laziest in the field; one, who is dull in mathematics, may be at the head of the working squad. Thus we have guarded against the one-sided estimate of ordinary schools. With us, position is achieved in the field as well as in the recitation room. Labor is honored, and a just pride is felt by those who succeed in working out their expenses.

Our work has been to civilize; instruction from books is not all of it. General deportment, habits of living and of labor, right ideas of life and duty are taught, in order that graduates may be qualified to teach others these important lessons of life. To this end meals are presided over by officers of the school. Frequent and regular bathing is required and provided for with every convenience and comfort. Students are inspected every morning as to their personal attire, forming for that purpose in companies with open ranks, and their rooms are visited daily by one of the teachers. They have excellent religious (non-sectarian) teaching, consisting of Sunday morning services in the chapel, and Bible teaching in the afternoon, with daily prayers.

Hampton is more costly as an Industrial School, because the account-keeping and administrative work necessary in the combination of labor and study, through an advanced course of instruction, requires nearly the entire time of two officers and two clerks, and because the labor of students will not produce more than their wages.

The salaries of the managing farmer and printer, of the sewing teacher and mechanical instructor, as well as their working capital, must be provided by donation or endowment.

The object of students' labor being two-fold, instruction and pro-

duction, knowledge and support, much non-productive labor is involved, and is a direct tax upon our cash income. The employment of ninety young men on the farm costs yearly a thousand dollars more than would ordinary labor hired to do the same work, and that of all the students together costs \$2,000 a year more than would be expended was work for money profit alone.

Paying unskilled boys is good for them, but not for the balance-sheet. The poor are thus helped without being pauperized, and they are taught what they most need, to know how to help themselves.

The farm must stand the loss, for its work is to educate rather than to make money. The question is not, "Does the farm support itself?" but "What does it do for the students?" The people of this country do not yet understand the need of supporting Professors who shall impart practical knowledge, and teach habits of labor and self-reliance, as they do the need of endowing Greek professorships.

To destroy the industrial system, would be to reduce the expenses of the Institution, but would change its character, destroy its best results, and place it beyond the reach of the most needy and deserving class of pupils.

LABOR.

The following were the work details of the year closing June, 1875:

BOYS.	
Farm 90	Office duty 2
Printing Office 3	Mail carriers 2
Painters 3	Waiters 11
Carpenters 4	Employed by teachers 2
Coopers 3	Police and general duty. 6
Shoemakers 3	Day scholars on orderly duty 19
Janitors 4	Teaching 2
Total 154	

GIRLS.	
Industrial room and housework	78
Day scholars (not employed)	11

No satisfactory industry has been found for the day pupils: some of them do a full share of work at home. The students are detailed for labor on Saturdays and on one school day in each week, being divided for that purpose into five squads. The farm is thus supplied with a steady working force, instead of a crowd for two or three hours a day. Labor and study are mingled in the same day as little as possible. When they are, study comes first. A few work

under contract. Needy students are provided with extra days' work. During the summer vacation, of three-and-a-half months, nearly all are engaged in teaching, farming, or hotel service, in order to pay their old debts, or to provide for the next term's needs. This change of place and employment is profitable to them and to the school, and increases their appreciation of, and appetite for, knowledge.

All are paid at the rate of from five to ten cents per hour. The rate of wages is according to the age of students and the real value of the work done. The following have been the earning of students during the past six years:

YEAR.	BOYS.	GIRLS.	TOTAL.
1869-'70	\$1,997.04	\$1,836.36	\$3,833.40
1870-'71	2,916.65	1,922.38	4,839.03
1871-'72	3,259.45	1,539.77	4,799.22
1872-'73	3,898.42	1,702.64	5,601.06
1873-'74	4,976.46	1,294.67	6,271.13
1874-'75	4,800.63	1,850.45	6,651.08
			<hr/> \$31,994.92

There has always been a right spirit regarding work; it is held in proper esteem, and is in steady demand.

Fewer come who have felt the pressure and endured the discipline of slavery, and more enter from the common schools without any special sentiment about the past. There is perhaps less earnestness than formerly, but better preparation, and equal, if not superior, average capacity.

STUDENTS AND STUDIES.

The yearly admissions to this school are about one hundred; of that number from forty to fifty may be expected to graduate. Some are dropped for incapacity or bad conduct, or are called home by their friends. Some are too dull to keep up with their classes, and are not carried beyond the second year; these are capable of teaching primary schools, and rank with the best of our graduates in strength of character and in usefulness. We feel that there is little wasted work.

The capacity of the Institution is limited to three hundred boarders and fifty day scholars. There is such a thing as too many students, especially when the work is upon character and morals.

The attendance reaches a total of two hundred and fifty annually, and is increasing quite rapidly enough for the best results. A wider territory is every year represented upon our student roll.

The three years' curriculum is confined to English branches. (*See Course of Instruction.*) The mark "5" denotes perfection.

The average mark of the graduating class last year was . . .	4.06
That of the middle class	4.10
That of the junior class	4.
The average rank of the girls was	4.20
The average rank of the boys was	4.05
The average rank of all the students	4.08

Some acquire with difficulty, but this class is likely to furnish many useful teachers, who may have the best elements of success, if they are not brilliant scholars. To the majority, the Hampton curriculum is, I think, well adapted.

A portion of the students could, however, enter successfully upon a College course if the means were provided for five or six years' continued study, but that is not germane to the plan of this Institution as Normal and Agricultural, and as meeting the wants and the financial capacity of the great majority of the people. to whose condition it is adjusted, rather than to that of the fortunate few who have the means of pursuing an extended course of study, and who had better, by all means, avail themselves of the immense endowments for College culture, provided in various parts of the country, to which they have full access, and whither some of our graduates have gone, and are going.

The Hampton system begins with its students where it finds them, in the rudiments, and furnishes a thorough elementary and partly scientific training. This is indispensable as a basis of any higher culture which they may seek. The great majority are unable to go further. The few who have earnestly sought higher attainment have usually found it.

The preparatory Department, averaging one hundred and sixty-five pupils, is connected with the County or "Butler" School in charge of Mrs. Eunice Dixon, assisted by graduates from the Institute. It is an excellent model school for normal pupils, and to those from districts unsupplied with schools is indispensable as a way to the normal course.

DISCIPLINE.

After a satisfactory experience of three months with the Senior class in their "Cottage," the Faculty recently adopted the following resolution:

"That students of each dormitory be authorized to establish a court for the trial and punishment of violations of regulations adopted by them with the approval of the Principal."

It is believed that much may be done by students by way of self-government, and that bad conduct and language and most of their petty outlawry can better be suppressed in this way than by the direct exercise of authority by officers of the school.

While new comers are sometimes treated to informal initiation rites there is no "hazing" or cruelty.

There is on the one hand a general desire to do right and a genuine loyalty to teachers, and on the other much carelessness and occasional stubbornness. The severest punishment is expulsion which is seldom resorted to: corporal punishment is never applied; it would be destructive of the best discipline. Suspension for a few weeks or months has proved a successful remedy for some of our worst cases. Discipline which would be a fatal shock to those of finer culture sometimes awakens a moral sense that seems to have lain dormant and produces the best results.

The mingling of the sexes in classes during the past eight years has resulted in the strongest conviction of its wisdom. Bad conduct has been extremely rare. We believe that both manners and morals are improved and that school life is of a much higher, purer tone because of it.

The girls in each corridor are in charge of lady teachers, most of whom are graduates of, or were formerly teachers at Vassar College.

This race needs the best of instructors. Our pupils are docile, impressible, imitative and earnest, and come to us as a *tabula rasa* so far as real culture is concerned. Teachers are useful, as much by what they *are*, as by what they say; they have great vantage ground for work from the implicit faith reposed in them, and their tone and character tell upon their pupils. The *atmosphere* of a school like this should be a powerful tonic for its pupils. In it their moral nature attains a strength that will be tried in after life among a people who utterly fail to sustain each other by example and influence, as in cultivated society. The respectable high-minded graduate of a negro school has to pass an ordeal inconceivable to those who live in the atmosphere of refinement where there is an external support of decency like that of the air, the pressure of which is fifteen pounds to the square inch. Subtract this from your life and you will understand the situation of the negro.

The steady gain of moral strength shown by our graduates in the past six years is marvelous and most encouraging.

GRADUATES.

The crucial test of this Institution is the record of its graduates.

They have, as a class, faithfully and successfully taught their race, and have won the esteem of their Southern neighbors, who have treated them with marked kindness and justice. It has not yet been possible to supply the demand for colored teachers; hundreds are needed in Virginia alone.

In each county of Virginia and other states, there is a superintendent of state schools. In the past four years they have employed over one hundred and fifty Hampton graduates, and no important complaint has come from either side. Their manly bearing, good conduct and proper influence have secured them the good will and respect of the whites. But one graduate has entered politics; two or three have occupied office; a few have gone into business. Nearly all are teachers. Many of them have bought land and cultivate it as they have opportunity. Doubtless some will enter the ministry. They realize, as a class, their duty and responsibility, are animated by religious zeal, and in a few years when numbered by hundreds, they will become a power for the well being of their race in the land.

This Institution is a Bureau to which applications for colored teachers are sent from this and adjacent states. It has not yet been possible to supply the demand in this state alone. School-houses, such as they are, are ready, the children are waiting, salaries are offered; but teachers cannot be found. The field of the Hampton Institute is principally Virginia and North Carolina which contain about a million freedmen, nearly a fourth of the colored population of the South; but teachers are sent to West Virginia, South Carolina and other States. On receipt of ten cents, a photographic map of Virginia and North Carolina, thirty-six by twenty-three inches, illustrating by stars the localities in which students have taught, will be sent.

LIBRARY AND READING ROOM.

There are 1289 books in the Library, catalogued as Historical, Biographical, Text Books, Religious, Travels, Poetical, Educational, and English Department. They are issued once a week. The high pressure of the combined labor and study system leaves little time for reading, but over one hundred books are constantly in circulation. The young women, as a rule, prefer story books; the young men choose works on History, Biography and Travel.

There is a main Reading room in Academic Hall, and two smaller

ones in the dormitories, supplied chiefly by exchanges of the "Southern Workman," where over forty periodicals representing many shades of opinion, are accessible to and well patronized by students.

In this connection may be mentioned the fact that a quarter of an hour every morning is occupied by one of the teachers in reading or stating to the assembled school, the news of the day, and the points of special interest of any kind that may appear in the leading papers and magazines of the country. This stimulates attention to periodical literature and is a needed culture to those whose relations become so important as instructors of youth and guides of their people.

APPARATUS.

The following articles comprise the Philosophical outfit of the Institution:

Double cone; balance; set of ivory balls; metal hoops; sets of pulleys; inclined plane with car attached; wedge; screw; wheel and axles; glass tubes; siphons; funnels; flasks; Cartesian divers; small air-pump; glass receivers; Magdeburg hemispheres; vacuum bell; fountain in vacuo; violin bow; set of demonstration lenses; convex and concave mirror; mounted prism; photographic materials; magic lantern and slides; bar and horse-shoe magnet; compass; dipping needle; electrical machine, twelve-inch plate; electrical chime; pith images and plate; jointed discharger; luminous tube; Leyden jar; two Bunsen's cells; Bunsen's battery, six cells, smaller; decomposition apparatus; helix.

There is a good variety of chemicals in small quantities and a supply of chemical glass ware, such as test tubes, receivers, flasks, &c. Electric and other apparatus available for experiments is included in the above list.

SOCIETIES.

LITERARY, TEMPERANCE AND SECRET.

There are two debating societies, the "Old Dominion" and the "Normal School," which meet every Saturday night, and are most heartily supported. Occasionally a public debate is given. The discussion is decided on its merits by a jury of six members appointed by the Chairman. Usually practical questions are discussed. These societies are valuable auxiliaries to the school work, as they lead to some investigation and thought.

The "Lincoln Temperance Society" meets once a month; all are invited, and it is made entertaining and profitable by recitations, dialogues, and original essays.

Secret societies practically do not exist. One of fifteen members last year has suspended. They are entirely ignored, and seem not to flourish where the main desire is for improvement rather than for a good time.

The tendency toward secret organizations among the freedmen is very strong, shown by the fact that since emancipation numberless secret orders have sprung up among the freedmen, both male and female,—not less than two hundred in Virginia alone. The "Good Samaritans" are the largest order. Their main object is mutual help and protection; a proper burial is guaranteed each member. In some cases they become political.

MILITARY.

The Act donating College land-scrip to Hampton, requires military instruction. To that end, students are organized into three companies; they turn out daily for inspection, in company formation with open ranks, and are required to take such care of their own rooms, and persons, and of the premises, as is customary in military schools. They are not supplied with weapons. Manliness and good habits rather than belligerent ideas are promoted.

A set of instruments having been presented to the school, a band was organized last fall, not with a view to teaching an accomplishment, but to furnish music for marching and inspection, and for its enlivening influence. It is under good instruction at a cost of sixteen dollars per month.

THE INDUSTRIAL DEPARTMENT.

It is a feature of the Institution that *Labor is required of all*. Each department is managed as an independent concern, its accounts being kept distinct and separate.

AGRICULTURAL.

ALBERT HOWE, MANAGER.

The Farm Manager gives the students instruction in practical farming. He credits them with the value of their labor, reduces the wages of the indolent, and encourages the deserving.

The permanent plantations are as follows:

250 Standard Pear trees.	150 Quince trees.
700 Peach “	50 Plum “
500 Dwarf Pear “	150 Grape vines.
400 Cherry “	3½ Acres Asparagus.
500 Apple “	½ Acre Nursery of Ornamental trees.

There are one hundred and forty acres of land in cultivation. The whole farm has been surveyed and divided into lots, a plan of which, showing many details, is sent to contributors who desire it. Over sixty head of cattle and horses were carried through last winter. Attention is given to raising stock. A pure blooded Ayrshire bull and Essex boar are kept to improve our own and the young stock of the neighborhood.

A fine herd of grade cows supplies milk to the students' table, and the balance, about fifteen gallons, is sold from a milk cart which runs daily to Fort Monroe. About 5,000 pounds of pork are annually raised and supplied to the school, and there is besides a small but profitable sale of young blooded pigs and other stock.

The boarding department consumes weekly nearly five hundred pounds of beef supplied by the Farm Manager, who purchases or raises cattle for that purpose. The farm is allowed ten cents per pound for beef, but often secures it for less than eight cents.

Its productions are shown by the following statistics of the crops raised last year:

40 acres corn.	3 acres peas and tomatoes.
25 “ oats.	1 “ snap beans.
3 “ rye.	2½ “ cabbage.
25 “ clover.	4 “ asparagus.
12 “ early potatoes.	3 “ “ roots.
9 “ sweet “	3 “ vegetables.
12 “ corn fodder.	½ acre strawberries.
8 acres orchard.	

From early potato, bean, pea, corn, fodder and cabbage ground, two crops are obtained the same year.

Besides what is furnished to the school, quantities of produce are shipped North, and sold in the markets of Baltimore, Philadelphia, New York and Boston, with which points there is direct water communication. Students' labor bills are, in part, paid by the avails of these sales.

Barrels for produce are made on the premises, besides a surplus for the local market.

The Farm Manager manufactures yearly from 150,000 to 200,000 bricks which are sold at a fair profit. Over three million bricks have been made on the premises for the Normal School buildings.

A Hoadley Agricultural Engine, of eight horse power, has been purchased. It steams the fine-cut fodder for the cattle, in a large metal-lined tank, and, at the same time, supplies power for cutting up the lot to be cooked next. It also turns two small grist mills, and has abundant power for grinding bones, and for other purposes. In the summer several hundred dollars are earned by applying it to a threshing machine which is carried about the country. It steams bones, to soften them for the mill, in a "digester," seven feet long by two and one half in diameter, capable of one hundred and fifty pounds pressure to the inch.

NORMAL SCHOOL GROUNDS.

Under the directions of the Farm Manager, and with students' labor, the grounds about the buildings have been graded, roads have been laid out and graveled, and large numbers of ornamental trees, mostly raised from nursery stock purchased five years ago, have been set out. A new supply of choice trees has just been obtained, partly for sale and partly to add to the value and beauty of the school premises.

SEWING DEPARTMENT.

MRS. EUDORA C. ATKINSON, MANAGER.

The young women are taught to sew, to repair and to make garments, and to some extent the use of the sewing machine. They do the mending, which requires seventy-five hours per week, and are paid from five to eight cents an hour. Last year they not only made 1319 garments, but did other work, and earned \$653.42.

HOUSEHOLD DEPARTMENT.

MISS CHARLOTTE L. MACKIE, HOUSEKEEPER;

MISS SUSAN P. HARROLD, MATRON.

The young women of the Middle and Senior class are instructed in the art of making bread and of plain cooking, and all the girls do housework, washing, and ironing, throughout the course.

Their labor is under careful supervision. The work rooms of all kinds are as pleasant as any in the institution; the dignity of labor

is thus recognized; it is not and cannot be regarded as in the least degrading to or unworthy of those who are in a course of study.

ENGINEER DEPARTMENT AND SHOPS.

J. B. H. GOFF, MANAGER.

A powerful and complete Hunneman hand machine, six inch cylinder and thirteen inch stroke, with seven hundred feet of hose, is in constant readiness in case of fire. Auxiliary to this is the steam pump of Virginia Hall with two hundred feet of hose, capable of flooding



SEWING ROOM.

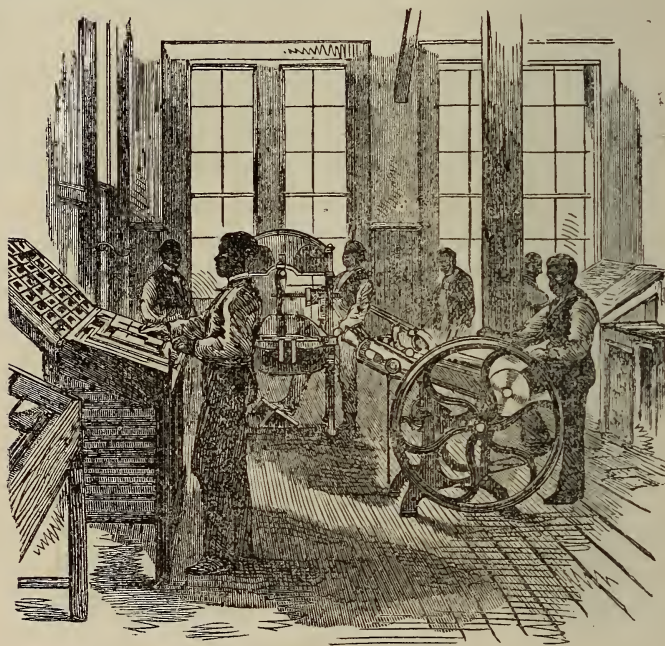
that building. These are in charge of the engineer who is an experienced fireman. The students form a fire brigade and are drilled with the engine.

There are, usually, a number of carpenters, blacksmiths, painters, shoe-makers and other tradesmen among the students who are assigned to their trades in suitable quarters, and thus pay their way. They work under the general direction of the engineer. In these shops agricultural machinery and steam heating apparatus are repaired, and damaged articles, such as broken chairs, benches and bedsteads, are made good.

Serviceable and durable iron bedsteads and washstands are manufactured of gas pipe; wooden tables and other plain furniture is made for students' rooms.

The engineer superintends the agricultural engine, and in summer, with the engine and thresher, travels about the country, earning about four hundred dollars a year by threshing wheat.

He also is the school *Commissary*, buying supplies for the school and families on the place at lowest rates.



PRINTING OFFICE.

M. B. CROWELL, MANAGER.

The town of Hampton and the National Soldiers' Home supply profitable work, which, in addition to that of the school, and the printing of the "Southern Workman," an illustrated monthly, employs a foreman and three or four assistants chosen from the students. The paper is published at one dollar per year, and circulates nearly equally North and South; the monthly edition is about 1,500.

There is also a Sunday-school edition, edited by one of the teachers, which supplies many children with Sunday papers at a low price.

The "Workman's" excuse for being is that it represents and advocates a system of combined labor and study which is the objective point of many of the most thoughtful educators, that it has, scattered through the South, a valuable and rapidly increasing corps of observation and report, in the one hundred and fifty graduates of the Hampton Institute, that it supplies good reading to many who take no other paper, and reliable information to those interested in the educational work among the freedmen, that it has a special influence over the graduates of this school and is a valuable aid in building up the Hampton Institute, and that it is rapidly becoming self-supporting.

TREASURER'S STATEMENT.

The duties of the Treasurer are as follows:

He receives and disburses the income of the school, which, coming from various sources and often in small amounts, involves an extensive correspondence.

He keeps the accounts of the Boarding and Industrial Departments, the Teachers' Home, Farm, Building Fund, Printing-office and Students. He has also a class of all the Seniors in Book-keeping four days in the week.

These duties require, in addition to his entire time, the services of one accountant and the working time of one student.

ASSETS.

The property of the Hampton N. and A. Institute is as follows:

Real Estate.

Farm Land (115 acres) and Buildings	-	-	\$ 25,000
School Land (10 acres)	-	-	5,000
Virginia Hall, including Steam Works,	-	-	85,000
Academic Hall	.	-	48,500
Seniors' Cottage	-	-	6,000
Mansion House, residence of Principal,	-	-	6,000
Griggs Hall,	"	"	5,000
Farm House,	"	"	4,000

Maple Cottage, occupied by students, - -	2,500
Engine House - - - - -	600
New Wharf - - - - -	900
	<hr/>
	\$188,500

Personal Property.

Furniture - - - - -	\$ 12,000
Farm Implements - - - - -	4,000
Farm Stock - - - - -	5,000
Normal School Press (Establishment) - -	5,000
	<hr/>
	\$ 26,000

INCOME.

The income of the school, being principally derived from the donations of its friends, which are secured by the personal efforts of the Principal and Financial Secretary, is somewhat uncertain.

Hitherto their labors have been crowned with remarkable success, and the school, with its commodious buildings and its various departments, is a striking testimonial of the recognition by Northern philanthropists of their duties to the freedmen.

The liberality of the State in assigning for the benefit of this school one-third of the income of the Agricultural College Land Fund, and her judicious investments of the principal has added to its Annual Income a little more than \$10,000, and has thus largely increased its sphere of usefulness. This important source of income, however, partakes of the general uncertainty of our other resources, as by the terms of the grant it may at any time be withdrawn.

An ample endowment, therefore, is the great present need, that the school may be established on a solid basis, and that the time and wearing effort now required to raise the means for its support, may no longer be necessary.

It must be borne in mind that the Board of Trustees have to assume the whole responsibility of meeting the personal expenses, such as board, clothing, &c., of the students, amounting to about \$17,000. The students pay all that they are able, but funds must be solicited and work provided for about two-thirds of this amount.

The sources of Income for the year 1874-5 were as follows:

1. Income of one-third of the Land Fund
given by Congress to the State for the
support of Schools of Agriculture and
the Mechanic Arts - - - - - \$10,329 26.

2. Income of Endowment Fund	-	-	1,984	83
3. Cash payments of students	-	-	6,006	97
4. Earnings	"	"	7,437	95
				<hr/>
				\$25,759 01

Donations, viz:

1. For general purposes	-	\$11,686	74	
2. " tuition of students		11,390	00	
3. " personal aid to students		4,069	17	
4. " Building Fund	-	30,381	56	
5. " Furniture	-	1,407	50	
6. " Endowment Fund	-	3,077	04	
				<hr/>
				62,012 01
Farm receipts over expenses				754 10
				<hr/>
Total receipts				\$88,525 12

The expenditures were as follows:

1. Salaries of Officers and teachers	-	\$14,142	83	
2. Subsistence of teachers	-	2,538	34	
3. Current expenses, including traveling expenses of Trustees, teachers, etc.	-	4,174	56	
4. Insurance	-	1,624	50	
5. Personal aid to students	-	3,752	52	
6. Repairs, Grading, &c.	-	2,811	19	
7. Outlays on New Buildings	-	24,156	65	
8. Furniture (Chapel seats, etc., etc.)	-	3,687	46	
9. Normal School Press	-	615	21	
10. Farm Stock and Implements	-	920	97	
11. Students' Bills, Board, etc.	-	17,200	84	
12. Books and Apparatus	-	1,803	73	
				<hr/>
				\$77,428 80
Loans, Debts and interest paid	-	5,986	18	
				<hr/>
				\$83,414 98

The school property is free from debt or incumbrance, except the Farm House, which was built by the Farm Manager at his own expense for school account, and on which there is still a debt of about \$3,000.

LABOR SYSTEM.

The school is divided up into five working squads, one for each school day, each squad working on Saturdays when required.

For labor thus rendered, the student is allowed according to age, from five to eight cents an hour; Mechanics, ten to twelve cents;

Janitors, Mail Carriers, Waiters and others, detailed for special duty, are paid by the month.

For all except the farm and housework the student is required to render a proper bill, with approval of the officer, or teacher, under whose direction it was done. Students are charged \$10 per month for board, washing, mending, room lights, fuel and medical attendance, one-half of which they can pay in work. A monthly account current is made up for every boarder.

The Seniors are required to make out their own accounts, in addition to the bills for work done, and are marked according to the promptness and correctness with which they are made up.

This system involves great labor, but the advantages to the students in giving them training in business habits, it is believed will warrant the pains taken.

SCHOLARSHIPS.

In the present poverty of the colored people of the South, they are utterly unable to pay more than half the monthly charge of ten dollars for board in cash, in addition to supplying themselves with books and clothing, and indeed many are unable to do as much.

Their *tuition*, therefore, must be provided for in some other way. The cost of tuition is estimated at seventy dollars per term, and is raised by annual contributions of that amount. Some such method will be necessary until a sufficient Endowment Fund is secured.

J. F. B. MARSHALL, TREASURER.

HAMPTON, VA., *March 1, 1876.*

SUMMARY.

Number of teachers, 17—of whom 12 are ladies. Number of students in Academic Dept., 211; in Boarding Dept., 171; in Labor Dept., 171. Students in Senior Class, 44; Middle, 63; Junior, 81; Preparatory, 23. Boys, 132; Girls, 79; Total, 211. Average age, 18.

The course of study is three years and includes, among other branches, the study of the English Language, Arithmetic and Algebra, United States and Universal History, Geography, Physiology, Natural Philosophy, Music, Science of Government and Moral Science, Book-keeping, Bible Lessons and methods of teaching. No classics are taught. Instruction is given in Practical farming, Sewing, Cooking, Household work and Printing. Conditions of admission are good character and health, and a knowledge of Reading, Writing, and of Arithmetic through Long Division. None under fourteen (14) or over twenty-five (25) years of age admitted.

Tuition or the cost of instruction (\$70 per annum), which students cannot pay, is provided by the friends of the Institution.

The regular annual charge to students at \$10 per month, for the school year of eight and one-half months is \$85, to be paid half in cash and half in labor. This covers board, fuel, washing, lights, furnished rooms, mending garments and medical attendance. The entire annual cash cost (exclusive of books and clothing) to good workers male or female of 19 years of age or over is \$42.50; for those under 19 it is \$51.00 (such work out \$4.00 and pay \$6.00 monthly). Books cost about \$4.00 per annum. Clothing made by the girls is sold cheaply to those who need it: the majority come partially supplied. These expenses of board, &c., are met by the students and their immediate friends—it is *their part*. While aid is given to the destitute and deserving, it is, as a rule, better for the character and self-respect of students to pay their personal expenses; experience has, in a marked way, justified this course.

The theory of this Institution is *education through self-help*. Its practical working is shown by the following figures:

Students paid in cash the last school year, up to	
July 1st	6,006.97
In labor (working at the rate of 5 to 8 cents per	
hour)	7,437.95
Received as personal aid	3,309.82
Unpaid debts	446.10

Total year's charges to students . . . \$17,200.84

Four-fifths of all school expenses, excepting tuition, are paid by students. Their cash payments are principally from earnings during vacation as teachers, farmers and hotel waiters, or are provided by parents or friends. It should be borne in mind, however, that the institution assumes the entire responsibility of these expenses. It gets from students what it can; the labor it provides at some sacrifice.

The instruction and discipline of labor and the civilizing influences of living in a well-ordered way are quite as valuable to the students as the book knowledge they acquire. The former they secure mainly by their own efforts; the latter must be given to them.

The total real estate of the institute including 195 acres of land, is valued at \$183,500. Its debt is less than five thousand dollars. Its endowment funds yield \$2,500.00 annually.

TESTIMONIALS.

The official report of a board of visitors, consisting of President Hopkins, of Williams College, Secretary Northrup, of the Connecticut Board of Education, Gen. J. A. Garfield, of Ohio, and Alexander Hyde, Esq., thus speaks of the Institute:

"Of it we do not fear to speak with satisfaction and hope. . . . We are doing for the freedmen through this institute, with such modifications as their condition demands, just what we are doing for ourselves in those states which are farthest advanced in education. The Institute is adapted to do a great work for the African race, both in this, and in their fatherland. It is just the agency needed, through which benevolent individuals and the fund of Mr. Peabody may work. *In the plan nothing is wanting. To carry it out, executive ability and business talent of a high order will be needed. These we think it has in those at the head of each of the departments,* and we heartily commend the enterprise to the confidence, to the prayers, and to the benefactions of the good people of the whole country."

Dr. W. H. Ruffner, Superintendent of Public Instruction of Virginia, writes: "My impression of the importance of the Hampton Normal and Agricultural Institute is very strong. No friend of the colored race should regard it with indifference. It is doing a peculiar work for the colored race well suited to develop their character and all the faculties of its pupils. I believe it to be exceedingly well conducted, and I know that it commands the confidence of persons of all varieties of sentiment among our people. If the friends of education knew the good you are doing and might do, they would give your institution a large endowment."

YALE COLLEGE, NEW HAVEN.

The undersigned have no hesitation in expressing the opinion that the institute for training colored persons as teachers, at Hampton, Virginia, is one of the most promising of the many schools that have been established at the South. From their personal knowledge of the managers and teachers, of the methods and training, of its actual success in gaining the confidence of some of the most devoted friends of education in Virginia, and of its well founded promise of permanency, they feel justified in warmly recommending the institution to the friends of education and religion, as worthy of their confidence and to their liberal aid.

NOAH PORTER,
THEODORE D. WOOLSEY.

The undersigned cordially concur in the above.

Wm. Ives Buddington, R. S. Storrs, Jr., BROOKLYN.

E. P. Rogers, John Cotton Smith,

E. W. Washburn, H. Dyer, NEW YORK.

We take pleasure in expressing our hearty approval of the design of the Hampton Institute, and our admiration of the patient energy, skill, and foresight with which this design has thus far been carried out. General Armstrong and his fellow laborers are entitled to the thanks of the whole country for what they have done toward solving one of the hardest problems of reconstruction. Their work has received warm commendation from some of our most distinguished educators and philanthropists, several of whom examined it upon the ground.

Our churches, as is well known, are carrying on through the Committee of Missions for Freedmen, an important educational and religious work among the colored people of the South, and the claims of this cause are particularly urgent at the present moment. But we cannot hesitate, on their account, to bid the Hampton Institute God speed and to declare our conviction that it is worthy of the considerate attention, sympathy, and generous support of Christian patriots and friends of humanity in New York and elsewhere.

G. L. PRENTISS,
WM. ADAMS,

J. O. MURRAY,
H. B. SMITH.

R. D. HITCHCOCK,

We cordially commend the Hampton, Va., Normal Institute to the confidence and benefactions of the friends of education, religion, and our country.

STEPHEN H. TYNG,
JOS. P. THOMPSON,

NEW YORK.

A. H. VINTON,
A. P. PEABODY,

PHILLIPS BROOKS,
EDWARD E. HALE,
BOSTON.

BAMAS SEARS.

JOSEPH CUMMINGS.

U S. SENATE, WASHINGTON, D. C., *April* 1872.

I recently visited the Hampton Institute, and was highly gratified at what I saw and heard. I believe it to be well managed, and worthy of the confidence and generous support of the Christian men and women of our country.

HENRY WILSON.

Many additional commendations have been given.

FORM OF A BEQUEST.

I bequeath to my executors the sum of _____ dollars,
in *trust*, to pay over the same in _____ after my de-
cease, to the person who, when the same is payable, shall act as treas-
urer of the trustees of the Hampton Normal and Agricultural Institute,
located at Hampton, Virginia, and incorporated in the year eighteen
hundred and seventy.

SPECIMENS
OF
CABIN and PLANTATION SONGS,
AS SUNG BY THE
HAMPTON STUDENTS.

ARRANGED BY

THOMAS P. FENNER,

FORMERLY IN CHARGE OF MUSICAL DEPARTMENT AT HAMPTON, VA.

These songs are in the book entitled "Hampton and its Students," published by S. P. Putnam & Sons, New York City, containing 80 pages of Original Negro Music, and a full description of the Hampton Institute, with illustrations, and with interesting stories of negro life.

Price \$1.25, if sent by mail. For sale at the Hampton Institute. Address Normal School, Hampton, Va.

PREFACE TO MUSIC.

THE slave music of the South presents a field for research and study very extensive and rich, and one which has been scarcely more than entered upon.

There are evidently, I think, two legitimate methods of treating this music: either to render it in its absolute, rude simplicity, or to develop it without destroying its original characteristics; the only proper field for such development being in the harmony.

Practical experience shows the necessity, in some cases, of making compensation for its loss in being transplanted. Half its effectiveness, in its home, depends upon accompaniments which can be carried away only in memory. The inspiration of numbers; the overpowering chorus, covering defects; the swaying of the body; the rhythmical stamping of the feet; and all the wild enthusiasm of the negro camp-meeting—these evidently can not be transported to the boards of a public performance. To secure variety and do justice to the music, I have, therefore, treated it by both methods. The most characteristic of the songs are left entirely or nearly untouched. On the other hand, the improvement which a careful bringing out of the various parts has effected in such pieces as “Some o’ dese Mornin’s,” “Bright Sparkles in de Churchyard,” “Dust an’ Ashes,” and “The Church ob God,” which seemed especially susceptible to such development, suggests possibilities of making more than has ever yet been made out of this slave music.

Another obstacle to its rendering is the fact that tones are frequently employed which we have no musical characters to represent. Such, for example, is that which I have indicated as nearly as possible by the flat seventh, in “Great Camp-meetin’,” “Hard Trials,” and others. These tones are variable in pitch, ranging through an entire interval on different occasions, according to the inspiration of the singer. They are rarely discordant, and often add a charm to the performance. It is of course impossible to explain them in words, and to those who wish to sing them, the best advice is that most useful in learning to pronounce a foreign language: “Study all the rules you please; then—go listen to a native.”

One reason for publishing this slave music is, that it is rapidly passing away. It may be that this people which has developed such a wonderful musical sense in its degradation will, in its maturity, produce a composer who could bring a music of the future out of this music of the past. At present, however, the freedmen have an unfortunate inclination to despise it as a vestige of slavery; those who learned it in the old time, when it was the natural outpouring of their sorrows and longings, are dying off, and if efforts are not made for its preservation, the country will soon have lost this wonderful music of bondage.

THOMAS P. FENNER.

HAMPTON, VA., January 1, 1874.

CABIN AND PLANTATION SONGS.

Oh, den my little Soul's gwine to Shine.

"THIS was sung by a boy who was sold down South by his master; and when he parted from his mother, these were the words he sang."—J. H. BAILEY.

1. I'm gwine to jine de great 'so - ci - a - tion, I'm gwine to jine de

great 'so - ci - a - tion, I'm gwine to jine de great 'so - ci - a - tion;

ff Den my lit - tle soul's gwine to shine, shine, Den my

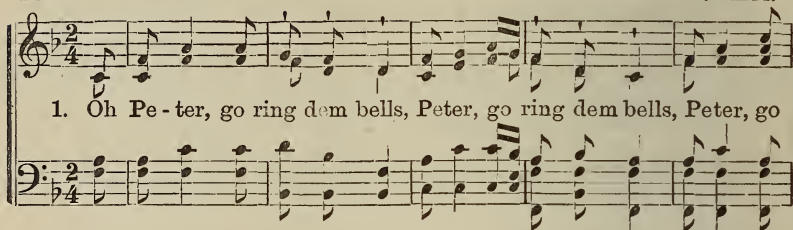
lit - tle soul's gwine to shine a - long. Oh,

- 2 I'm gwine to climb up Jacob's ladder, Den my little soul, &c.
- 3 I'm gwine to climb up higher and higher, Den my little soul, &c.
- 4 I'm gwine to sit down at the welcome table, Den my little soul, &c.
- 5 I'm gwine to feast off milk and honey, Den my little soul, &c.
- 6 I'm gwine to tell God how-a you sarved me, Den my little soul, &c.
- 7 I'm gwine to jine de big baptizin', Den my little soul, &c.

Peter, go Ring dem Bells.

"A secret prayer-meeting song, sung by Thomas Vess, a blacksmith and a slave. He especially sang it when any one confessed religion. Thomas Vess was a man whose heart was given to these songs, for in the neighborhood where he lived, it seemed like a prayer-meeting did not go on well without him. I have long since learned wherever he was known what happiness he got from them."

J. M. WADDY.

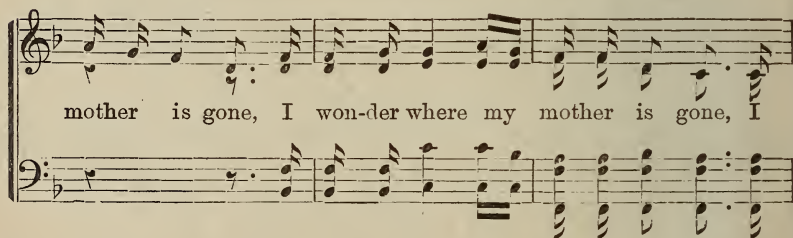


1. Oh Pe - ter, go ring dem bells, Peter, go ring dem bells, Peter, go

Al Cho. after D. C.

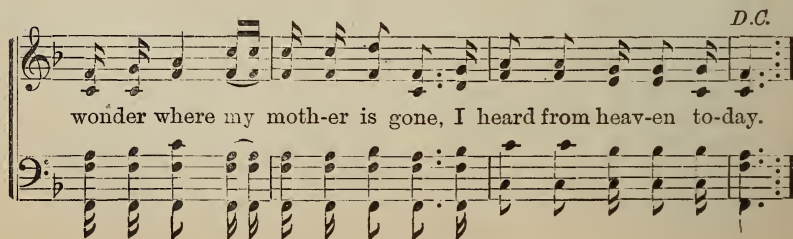


ring dem bells, I heard from heav-en to-day. I wonder where my



mother is gone, I won-der where my mother is gone, I

D. C.



wonder where my moth-er is gone, I heard from heav-en to-day.

Peter, go Ring dem Bells.—*Concluded.*

CHORUS.

I heard from heav-en to-day, I heard from heav-en to-day, I

thank God, and I thank you too, I heard from heaven to-day.

- 2 I wonder where sister Mary's gone—
 I heard from heaven to-day;
 I wonder where sister Martha's gone—
 I heard from heaven to-day;
 It's good news, and I thank God—
 I heard from heaven to-day.
 Oh, Peter, go ring dem bells—
 I heard from heaven to-day.
 CHO.—I heard from heaven, &c.

- 3 I wonder where brudder Moses gone—
 I heard from heaven to-day;
 I wonder where brudder Daniel's gone—
 I heard from heaven to-day;
 He's gone where Elijah has gone—
 I heard from heaven to-day;
 Oh, Peter, go ring dem bells—
 I heard from heaven to-day.
 CHO.—I heard from heaven, &c.

My Lord, what a Morning.

1. My Lord, what a morning, My Lord, what a morn-ing, My

Lord, what a morn-ing, When de stars be-gin to fall.

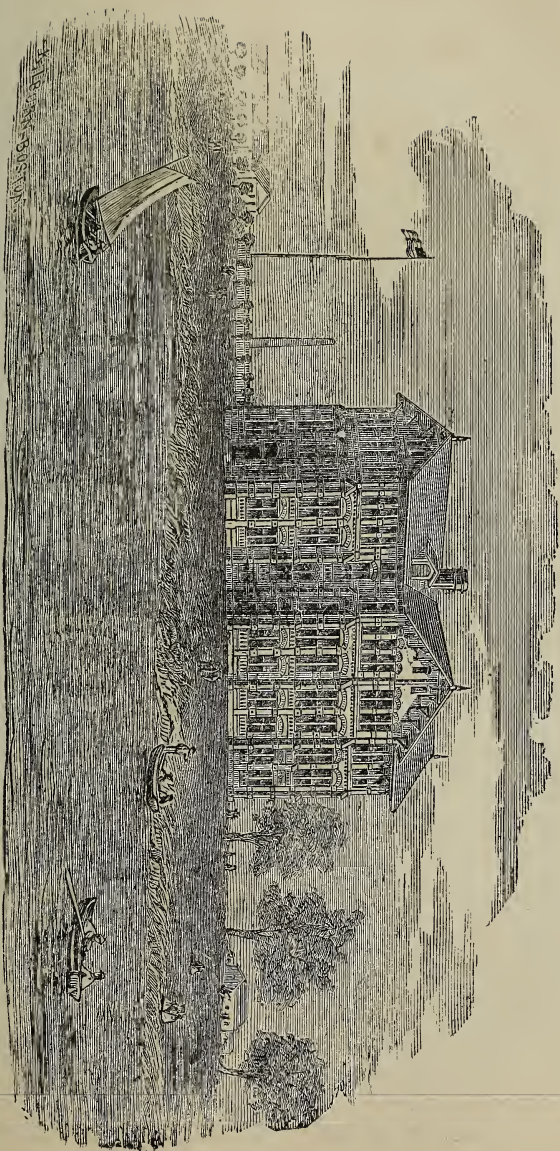
Fine.

You'll hear de trumpet sound, To wake de na-tions un-der -
You'll hear de sin-ner moan, To wake, &c.

ground, Look in my God's right hand, When de stars begin to fall.

D.C. al Fine.

- 2 You'll hear de Christians shout, To wake, &c.
 Look in my God's right hand, When de stars, &c.
 You'll hear de angels sing, To wake, &c.
 Look in my God's right hand, When de stars, &c.
Cho.—My Lord, what a morning, &c.
- 3 You'll see my Jesus come, To wake, &c.
 Look in my God's right hand, When de stars, &c.
 His chariot wheels roll round, To wake, &c.
 Look in my God's right hand, When de stars, &c.
Cho.—My Lord, what a morning, &c.



ACADEMIC HALL, containing Library, 15 Recitation Rooms, (part of which are used temporarily for sleeping rooms),
Offices, Bath Rooms and Attic Dormitory.

THE HYGEIA HOTEL.

This commodious Hotel is thoroughly and substantially built and comfortably furnished with all the modern appointments, and has been completely refitted and arranged, so that it may be in every particular worthy of its really beautiful surroundings; and it will be kept open during the ENTIRE YEAR for the reception of guests. It is located on the beach at the head of the landing for the various steamers that touch at Old Point Comfort. It can be reached tri-weekly by the elegant steamships of the Old Dominion Steamship Company of New York, which leave Pier 37, North River on Tuesdays, Thursdays and Saturdays, at 3 o'clock P. M.; or daily by Railroad from the latter city and Philadelphia to Baltimore, and thence by the steamers of the Old Bay Line, which leave at the foot of Concord Street, Baltimore, at 4 o'clock P. M. Daily facilities of the same character from Washington via Baltimore; and tri-weekly direct from Washington,—on Mondays, Wednesdays and Saturdays,—by the steamers "Jane Mosley" and "Lady of the Lake," which depart from the foot of Seventh Street, Washington, D. C., at 4 o'clock P. M. From Richmond the well-known steamer "John Sylvester" leaves "Rocketts" on Tuesdays, Thursdays and Saturdays at 6 o'clock A. M.; and a daily communication is also had by Railroad from Richmond and Petersburg to Norfolk, and thence by Bay Line Steamers, which closely connect with the Railroads. And an almost hourly communication is had with Norfolk, by steamers touching at the Pier on their way to and from New York, Baltimore, Washington, Richmond, Petersburg, Yorktown, Matthews, Cherrystone, Cobb's Island, Hampton and Smithfield.

As a Resort for the pleasure-seeker, or an invalid, and as a resting-place for tourists on their way to Florida or to the North, this magnificent Hotel, with its accommodations for upwards of five hundred people presents to the public rare inducements which certainly cannot be exceeded at any RESORT on the whole Atlantic Coast.

The delightful drives in this vicinity provide a health-giving attraction; and the places of historical note—the Hampton Normal and Agricultural Institute, the National Military Home for disabled soldiers, the National Cemetery, with its six thousand dead soldiers of all sections of the country, and its towering monument, the town of Hampton, with its venerable church, (one the oldest on the continent),—are all within the radius of an easy ride, drive or sail.

Fortress Monroe, now become a historic place to Americans and to the world, is within a minute's walk and is always open to visitors, and is a grand feature in the pleasure of a visit to this locality. It is the largest Fort in America, and the parade ground within it is delightfully shaded with live-oaks. The famous Artillery School has its establishment within the Fortress; and the dress parade, with the music of a fine band, each morning and evening with open air concerts given by the band on the evenings of Monday, Wednesday and Friday, give the visitors a pleasure rarely or never found at the sea-side, or any other resort.

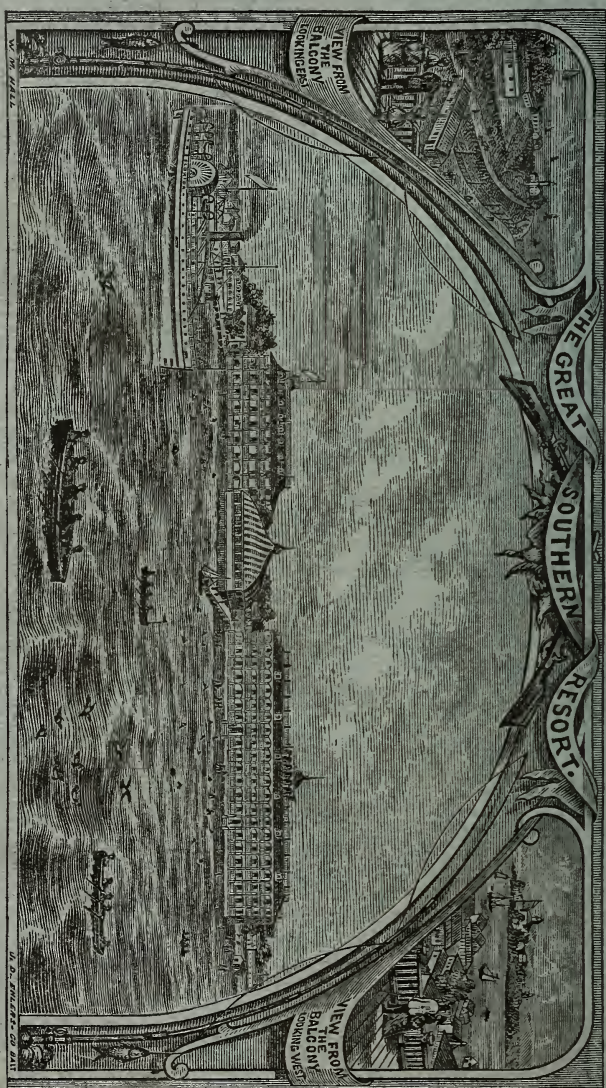
The climate during the year is unsurpassed for salubrity. The range of the thermometer here for the past ten years, as taken from the notes of the Meteorological Observatory, shows an average of 60°, 74°, 76° in Summer; 70°, 59°, 46° in Autumn; 45°, 44°, 42° in Winter; 48°, 52°, 63°, in the Spring months.

AT URBANA-CHAMPAIGN
AFRO-AMERICAN UNIT, RM. 328
1408 W. GREGORY DRIVE
URBANA, IL 61801

THE HYCEIA HOTEL, OLD POINT COMFORT, VA.

H. PROEBUS, Proprietor.

DELIGHTFUL SURF-BATHING AND BOATING.
BEAUTIFUL LOCATION.



This Hotel, pleasantly situated at Fortress Monroe, about two miles from the Hampton Normal and Agricultural Institute, is open the Entire Year for the reception of Guests. The Climate is unsurpassed for Salubrity.

CHARGES MODERATE.
SEND FOR SCHEDULE OF TERMS.

UNIVERSITY OF ILLINOIS LIBRARY

AT URBANA-CHAMPAIGN
AFRO-AMERICAN UNIT, RM. 328
1408 W. GREGORY DRIVE
URBANA, IL 61801

LD 1638

UNIVERSITY OF ILLINOIS-URBANA



3 0112 027564456